ED 423 175 REACHING OUT TO MAKE CONNECTIONS: ENGENDERING EFFICACY THROUGH INTERDISCIPLINARY THEMATIC UNITS IN THE SOCIAL STUDIES.

1 OF 1

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96 32P.

DOCUMENT RESUME

ED 423 175 SO 028 562

AUTHOR Lockett, Gretchen C.

TITLE Reaching Out To Make Connections: Engendering Efficacy through Interdisciplinary Thematic Units in the Social Studies.

PUB DATE 1996-10-00

NOTE 32p.; Paper presented at the Historically Black Colleges and Universities Faculty Development Symposium (3rd, Memphis, TN, October 11-13, 1996). Some colored ink may not photocopy clearly.

PUB TYPE Reports - Descriptive (141) -- Speeches/Meeting Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS Curriculum Design; Elementary Education; Fused Curriculum; *Holistic Approach; Integrated Activities; *Interdisciplinary Approach; Junior High Schools; Middle Schools; *Self Efficacy; *Social Studies; *Thematic Approach

ABSTRACT

This paper presents a rationale for using an integrated thematic unit with elementary and middle level social studies classes and provides examples of working units. Steps in the developing the thematic unit are itemized with product outcomes to show for the process. Efficacy assignments allow the students to feel they have addressed a social injustice and feel part of the larger community. (Contains examples used in lesson planning and exercises for fact finding.) (EH)

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ED 423 175

REACHING OUT TO MAKE CONNECTIONS:

ENGENDERING EFFICACY

THROUGH

INTERDISCIPLINARY THEMATIC UNITS

IN THE SOCIAL STUDIES

SO 028 562

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A Paper Presented to the 3rd National HBCU Faculty Development Symposium
Memphis, Tennessee
October 11 - 13, 1996

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PHILOSOPHY, JUSTIFICATION AND RATIONALE

The social studies for purposes of this document shall be defined as the study of the content, skills and processes of the following eight disciplines: history, geography, political science, sociology, anthropology, economics, psychology and philosophy. These disciplines of the social sciences differ with respect to units of analysis, terminology, content, research methodology and processes. In the social studies we are concerned with the pedagogy of these disciplines, i.e. the known and are not engaged in research about possibilities as we would be so inclined were we dealing with the social sciences at a postsecondary institution. Also in the social studies, we are dealing with the knowledge bases through the secondary level.

Engagement in the study of one of the eight social studies disciplines typically requires the development of familiarity with other disciplines in the group. The study of sociology for instance, with the group as its unit of analysis, may require that one look at the thinking of the group which takes one into the realm of psychology and into what might be perceived as a blended discipline which is known as social psychology. That is not to say that the social studies disciplines cannot be defined discretely nor does it say that succinct definition of disciplines is a desired characteristic. It simply means that the social sciences and the social studies, which are their pedagogical companions, because they are the study of humankind, have the changing quality of human beings -- who can be defined momentarily, but who change almost as soon as the definitions are spoken or written.

The social studies with respect to role, scope and function are defined loosely and differently from scholar to scholar and practitioner to practitioner. One important role of

the social studies is citizenship education. When this term is examined as it is discussed in the Ten Strands of the National Council of the Social Studies, it is clear, that in order to develop good citizens, that is, activistic, empowered citizens, the person must value citizenship and all the tenets attendant to it. The operative word is value and the associated requirement is that the social studies are required to teach values. The social studies are relied upon by other disciplines and entities to teach values in a balanced way, pointing out all sides and raising all questions associated with issues.

This divergent expression of values enables the student to develop his or her opinions based on logic and perceptions working from a rather large base of information. The social studies then teach the student to study a whole idea and use both his/her reasoning and his/her feelings to make choices. While this unique mission of the social studies is not new, it is one to which no other set of disciplines subscribes. Preparing students to develop their choice of values also means that the teacher must actively be antithetical to Lawrence Kohlberg's theory as to the capabilities of most people to reason morally. Kohlberg in his *Stages of Moral Reasoning* states that only twenty percent of the population develops moral reasoning to the level wherein the person can deal with principles of universal good. However, in order for one to be a proactive citizen, vote, review ideas before voting and weigh questions such as the greater good and the greater benefit, the person must be able to at least think about questions of universal good.

The author believes that Kohlberg is wrong in that if most people do not develop moral reasoning to a universal level it is because they are not taught moral reasoning to that level. Moral reasoning is learned, therefore it can be taught. As teachers, in a free society and as professionals, who by their very training believe in the possibilities of

people, we must believe that if people do not develop higher level moral reasoning, it is because they were never taught to reason to that level. Also as teachers we must believe that we can teach moral reasoning and more importantly, that we can teach moral behavior. This principle is probably one to which most social studies teachers already subscribe just because of the nature of the disciplines.

Social studies teachers confront values on a daily basis. Many of these values have moral underpinnings. Through our provision of instructional activities in which students must examine values, often they must examine the moral bases of acts to begin to form opinions or to make their choices in decision making activities. Unfortunately, it is at the secondary level where some significant amounts of time are given to the social studies. This means that the child may be twelve years old or older before some of these critical values are examined in a systematic way.

When one looks at the curriculum guides of the average school district, especially their suggested time allotments for disciplines in each grade, it will be noted that, in the elementary grades and middle school, significantly more time is given to language arts than social studies. Interdisciplinary thematic units in the social studies can help elementary and middle school teachers to provide opportunities for children to examine their values earlier, develop moral reasoning earlier and develop moral behavior earlier. Interdisciplinary thematic units in the social studies can make the study of social studies more challenging, interesting and connected to the experiences of the students.

Interdisciplinary thematic units on efficacious themes can become empowering agencies which enable students to see the relevancy of content and the learning process(es) for their lives while they are engaged in the unit activities. Interdisciplinary

thematic units on efficacious themes are a useful tool for needed change in the development of proactive learners who develop into proactive, informed citizens; our democracy is sustained by such persons.

Interdisciplinary thematic units in the social studies are not new. Creative teachers have used them over the years to provide a holistic approach to curricula which often appear to be disjointed. The distinguishing factors of efficacious units as described in this little booklet is the source of the themes, the function of the focus statement and the actual process of developing the unit.

The parts of the unit are basically those presented by Fredericks which are: theme, focus, objectives, materials and resources, initiating activity, general activities, discussion questions, literature selections, culminating activity, evaluation and related works of literature. Fredericks suggests that the teacher use the focus as a "statement that summarizes the direction and intent of the unit. But, the focus statement in an efficacious thematic unit gives the direction and intent of the content which deals with objectives in the cognitive domain but should also answer the question of "what difference will study of this unit make in the life of these students in short and long terms? In other words, what difference will it make to the student that he or she learns about community helpers in the short term? In the long term? In an efficacious unit the focus statement might be:

> The student will learn the history of ten categories of community helpers, the impact of these occupations on four local neighborhoods and will be given information and exercises which will help the student to make a choice as to whether he or she might consider any of these as future occupations.

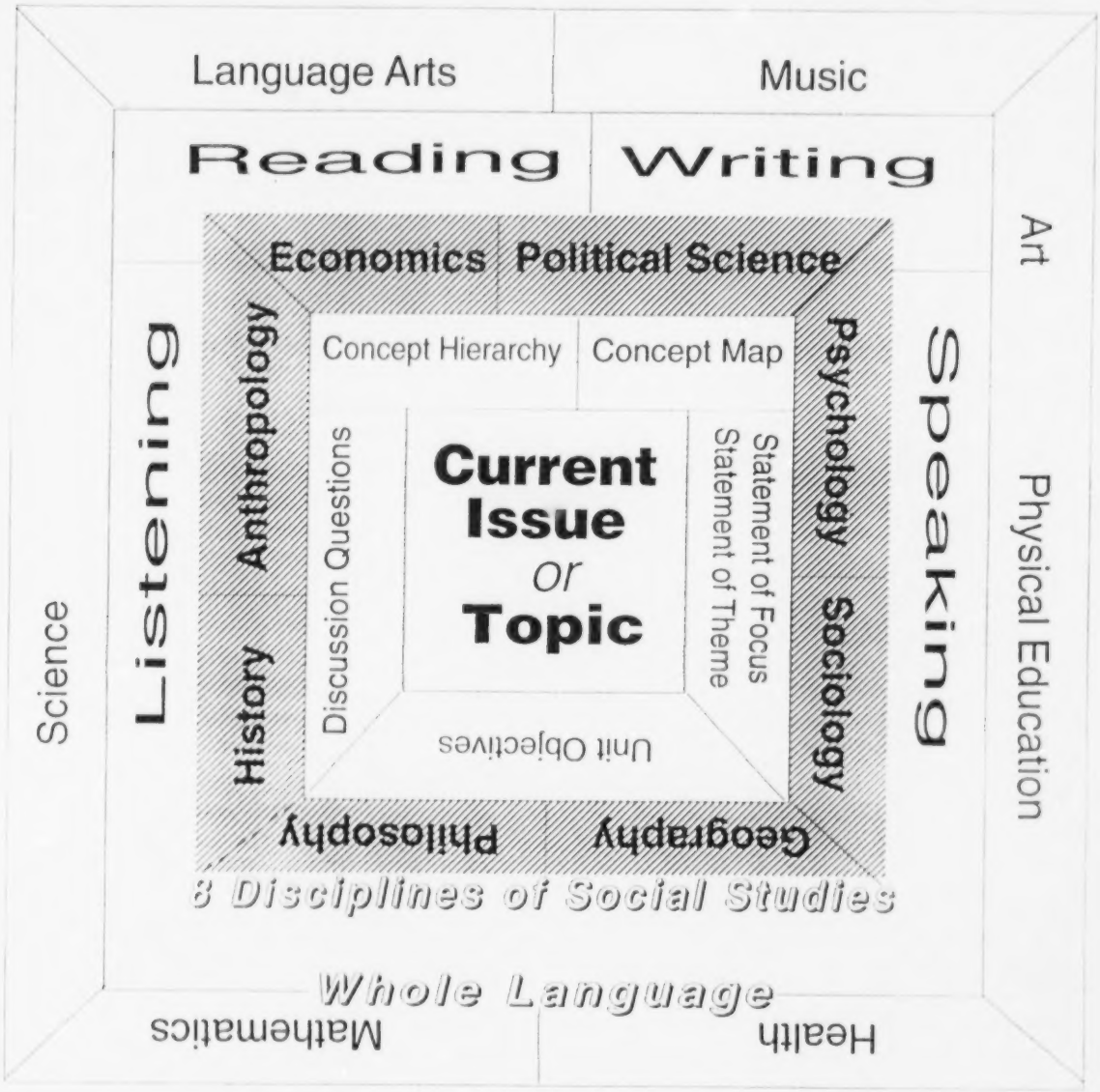
The focus statement then has embellished the impact of a very traditional topic. However, the focus statement has a more dramatic effect if it is used with a less traditional topic. Some examples of themes and focus statements which this writer has used for

student's in her social studies methods classes are:

THEME	FOCUS
The Beloved Community	This unit is designed to teach the beloved community as a philosophy for life; to enable the students to become more aware and active in what it takes to have a beloved community, thereby reclaiming their spirits and making them efficacious.
From the Veiled Prophet to the St. Louis Fair: What Changes Have Been Wrought	Through the study of this unit the student will understand the historical development and structural impact of the fair in St. Louis, analyze the changes and commit themselves to be active participants in the economy and politics of St. Louis.
From Gaslight Square to the Central West End	After completion of this unit the student will be able to research a neighborhood and analyze whether it is growing, at its peak and if declining, determine where to rebuild it so that would start growing again.
"Discovery" Upon "Discovery": 1620 -1790 The **Costs of Expansion 1791 - 1841** **Choosing Sides: To Free or Not Too Free: 1842 - 1863** **Rise to a First World Power: 1865 to the Present**	Upon completion of this unit the student will respect a wide spectrum of differences in human beings, respect human rights, respect rights of ownership, and will The practice these values in his/her daily life.

The thing that holds the parts of such units together is the theme. The teacher could use a traditional topic of the social studies such as Community Helpers or The Election of a President to develop an interdisciplinary unit which included all the disciplines of the social studies and the other disciplines of the curriculum. However, such topics tend to allow students to resort to the familiar practice of thinking of what they've learned as just some "stuff" we learned at school instead of appreciation of the relevancy of their new leanings to their lives. So, this author suggests that the teacher spend a deal of time thinking about the theme before selecting it.

Thematic Units In Social Studies



Concept by: Gretchen C. Lockett, Ph.D
Illustration by: Karen Ryan

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STEPS IN DEVELOPING THE THEMATIC UNIT

STEP		PRODUCT
19.	Present Unit in a Binder.	Bound Thematic Unit.
18.	Develop Activities for Each Day in EachSubject.	Concept, Instructional Activity, Behavioral Objective, and Materials for each day in each discipline..
17.	Develop Detailed/Scripted Lesson Plans.	3 Lesson Plans.
16.	Outline first, middle and final lesson plans in the social studies.	3 Lesson Plan Outlines.
15.	Select Activity to Culminate Thematic Unit.	Summary Statement.
14.	Select Activity to Initiate Thematic Unit.	Summary Statement.
13.	List of Materials/Resources for Instruction.	Materials/Resources List.
12.	List of Instructional Activities and Behavioral Objectives forConcepts/Skills.	General Activities.
11.a	Develop Discussion Questions to Address the Unit Objectives and Concepts.	List of 40 Discussion Questions.
11.	State Broad Objectives for Unit.	5-9 Written Objectives.
10.	Do Skills/Task Analysis.	Task Analysis.
9.	Secure Literature to Teach Concepts.	Annotated/Evaluated List of Selected Literature.
8.	Put Concepts in Sequence.	Sequence Analysis.
7.	Dissect Concepts into Elements.	Hierarchy.
6.	Dissect Theme into Concepts.	Concept Map.
5.	Locate Literature to Flush out Concepts.	Partial Literature List.
4.	State Focus in a Sentence.	Sentence.
3.	Discern the Focus.	Focus.
2.	State the Theme in a Sentence.	Sentence.
1.	Select the Theme.	Theme.

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PART II: PROCESS ACTIVITIES AND WORKSHEETS FOR THE DEVELOPMENT OF THEMATIC UNITS

EFFICACY ASSIGNMENTS

Many youth and adults feel alienated in our society which is often evidenced by their expressions of apathy, anger and often, in inappropriate and violent behavior. Much of this alienation stems from the perceptions of people that they have no control over their lives or circumstances or environment. They do not feel efficacious. Many of them feel as if they have been "thrown away". In order to reclaim these persons so that they feel as though they are a part of society and so that they actually are a part of society, teachers of social studies must present curriculum which provides opportunities for students to realize that their efforts make a difference.

Those of us who were involved in the civil rights movement of the nineteen sixties had opportunities to experience efficacy because we saw that our efforts were able to change a whole system for the betterment of all. We were able, through our combined efforts, to right a number of wrongs. This ability to make change increased our beliefs in the effectiveness of a democracy. It enabled us to understand better how government and social change work and to understand that we matter, as individuals, and as part of a collective.

Thomas Jefferson said that in order for a democracy to work its citizens must be "ever vigilant". As teachers we must work with our students to enable them to experience efficacy, albeit on a small scale, in order to ensure that they become "ever vigilant" citizens who participate in society knowing that they matter and that our democratic system works even with its faults. They must begin to experience that the faults can be identified and addressed and that they can be a part of the process and in some cases they can initiate the process.

In order for you to understand this concept better, you, too, must experience efficacy. You must realize that you can right a wrong. Therefore, the following assignments are presented to you.

Please Select, Complete and Submit Only One Efficacy Assignment.
(This assignment is worth 200 points.)

Please compose and type by letter to the editor to cite and explain the error or conflict in their book or magazine. First, point out the merits of the book/magazine in a sentence or two. Then point out the errors specifically but without malice, anger or sarcasm. Then close the letter with something positive.

Please submit a copy to me on the date cited in your assignment sheet. I will review and

return it with any corrections regarding grammar, usage and structure. You may want to make those corrections before you mail the letter.

If you receive a response to your letter, you may want to share it with the class.

1. Issue re: Do as I say and not as I do

Editor. "Editor's Notes." Redbook. December, 1994, 10.

On this page of Redbook there is a picture of the whole staff at this magazine. Do you see anything wrong with this picture?

Bray, Rosemary L. "Opinion: Toys Aren't Us." Redbook. December, 1994, 31.

This is one of the lead stories. With what issue does the story deal? When you look at the picture of the staff on page 10 and read the story do you see a conflict in values? What is the source of the conflict?

Please send your letter to:

Ms. Ellen Levine
Editor In Chief
Redbook Magazine
Editorial Offices
224 West 57th Street
New York, New York 10019

2. Issue re: The 27th Amendment

Hunt, Elgin F. and David C. Colander. Social Science: An Introduction to the Study of Society. New York: Macmillan Publishing Company, 1993.

Please notice the publication date for this book. Yet this book does not include the 27th amendment which was ratified and approved in May, 1992. If you were currently teaching using this book as your text and if you did not already know about the amendment from another source, you would think that no such amendment exists. How does that make you feel as a teacher?

Please address your letter to:

Publisher
Macmillan Publishing Company
866 Third Avenue

New York, New York 10022

REFERENCES

Fredericks, Anthony D., et al. Thematic Units: An Integrated Approach to Teaching Science and Social Studies. New York: Harper Collins College Publishers, 1993.

Mager, Robert F. Preparing Instructional Objectives. Revised Second Edition. Belmont, California: Lake Publishing Company, 1984.

Moore, Kenneth D. Classroom Teaching Skills. Third Edition. New york: McGraw Hill, 1995.

Orlich, Donald C. et al. Teaching Strategies: A Guide to Better Instruction. Fourth Edition. Lexington, Massachusetts: D. C. Heath and Company, 1994.

LESSON PLAN OUTLINE PROCESS

Gretchen C. Lockett, Ph. D.

1. Decide what concept or skill you are planning to teach. Name it.

2. What are all the ideas you can think of associated with this concept or skill? List them.

3. Put these ideas on a concept map and see how they fit together.

4. Look at your concept map and determine which of these ideas you should teach first? Which one should be second? Which one should be third, etc.?

5. Put these in a list in the order in which you would present them.

6. What example(s) can you think of to present to your student(s) which would assist the student in getting a mental picture of the concept or skill?

7. What resources/materials (lesson enhancers) would you use to help make the ideas come alive for the student?

8. What behaviors do you want the student to exhibit as a result of having experienced this lesson?

9. State this behavior in the form of a behavioral objective.

10. Write one assessment item and/or describe what completely satisfactory behavior would be.

11. Now review the examples, resources and materials you plan to use to determine if they will result in the learning of the concept or skill.

12. Write the dialogue and questions you will use in the lesson. Insert your modeling, guided practice and independent practice words and actions.

13. Take a mental walk through the dialogue and actions to determine if they are logical, effective, efficient and if they bring learning alive.

14. If the lesson meets these tests, then write it or type it neatly.

15. Teach the lesson.

16. Evaluate the lesson.

EXERCISES FOR FACT FINDING

NOTE: IN DOING THE FOLLOWING PLEASE CITE YOUR SOURCES.

Use the following style manual. It is on file in the library.

Turabian, Kate L. A Manual for Writers of Term Papers, Theses, and Dissertations, 5th Edition, Chicago; the University of Chicago Press, 1987.

Exercise 1:What is the 27th amendment to the Constitution of the United States of America? When was it ratified? When did it originate? How does it relate to the commercial Ashcroft has about Wheat?

Exercise 2:How many rivers in the world flow from South to North? What are their names and where are they located?

Exercise 3:What location is the center of population of the United States based on the 1990 Decennial Census? What is the definition of the center of population?

Exercise 4:How many voting members of Congress are there?

Exercise 5:Pursuant to the U. S. Constitution and the decennial census, what are reapportionment and redistricting?

Exercise 6:What is the Prime Meridian? What is the International Date Line? How do they relate to time zones in the U. S. and other places? How do they relate to the condition referred to as "jet lag"?

Exercise 7:When traveling from Superior, Wisconsin to Miami, Florida, one crosses several parallels. Which are they and how do they affect the weather conditions? Which one would you cross if you drove from Panama City to Lima, Peru; from Tocopilla, Chile to Punta Arenes, Chile?

Exercise 8:Write from memory the Preamble to the Constitution of the United States. What are the six democratic values contained therein? How do these values re- late to the Constitution? How do they relate to the values stated by the National Council of Social Studies?

Exercise 9:Write from memory the Pledge of Allegiance. What is a republic? How did the Pledge evolve?

Exercise 10:What abstract word defining a concept is present in the Pledge of Allegiance, the Preamble and the Declaration of Independence? Define this word.

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Exercise 11:How might you develop these words from a "classic" rhythm and blues song into a social studies lesson?

"Ain't no mountain high enough, ain't no valley low enough, ain't no river wide enough to keep my from getting to you Babe" . . .

What sources might you use?

How would this approach support Piaget's theory as it has to do with equilibrium and disequilibrium?

LESSON ENHANCERS

by Gretchen C. Lockett, Ph. D.

Lesson enhancers: *Methods and items used by a teacher to help the student make a connection between a new fact, concept or skill and that which the student already has stored in his or her knowledge base.*

EXAMPLES OF ITEMS

PICTURES

CHARTS

FLANNEL BOARD AND CUTOUTS

FELT BOARD AND CUTOUTS

POCKET CHART

ACTUAL OBJECTS

VIDEO CLIPS

AUDIO CLIPS

SHORT DRAMATIZATION

TRANSPARENCIES

BOOKS WITH ILLUSTRATIONS/PHOTOS

CHALKBOARD PRESENTATIONS

FLIP CHART PRESENTATIONS

SPEAKERS/PRESENTERS

INTERACTIVE MEDIA PRESENTATIONS

SOFTWARE PRESENTATIONS

CONCEPT MAP

BOOKS

EXAMPLES OF METHODS

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LECTURE

LECTURE/DEMONSTRATION

PROBING QUESTIONS

RUSS LIMBAUGHISMS

SIMULATIONS

ROLE PLAYING

GROUP DISCUSSION

GROUP PROJECTS/RESEARCH

GROUP PRESENTATION

FIELD TRIPS

A DEVELOPING MODEL TO PRESENT A CONCEPT

by Gretchen C. Lockett, Ph. D.

PREPARE THE STUDENTS FOR THE CONCEPT.

Motivate Them
Tell them what they are going to learn.
Tell them why it is important that they learn it.

USE LESSON ENHANCER ITEMS.

INTRODUCE THE CONCEPT.

Define it.
Give examples.

USE LESSON ENHANCER ITEMS and METHODS.

ALLOW STUDENTS TO MASSAGE THE CONCEPT.

Let them give examples.
Give them practice with the definition.

LESSON ENHANCERS CAN BE USED.

ALLOW STUDENTS TO ANALYZE THE CONCEPT.

Present them with a non-example.
Allow students to discover why it is a non-example.
Alternate non-examples and examples.
With each example or non-example help
them to recall and apply the elements of the definition before they decide whether it is an example or non-example.

LESSON ENHANCERS CAN BE USED.

HAVE STUDENTS TO WRITE THE CONCEPT ELEMENTS IN THEIR NOTEBOOKS.
Talk them through the process.

PROVIDE STUDENTS WITH DRILL AND PRACTICE OF THE CONCEPT.
Provide an activity which makes them
repeat and use what they have learned. They do a portion while the teacher monitors their work so that any errors can be corrected.
An extension of this practice activity or a reasonable facsimile should be assigned for the student to do without the teacher's monitoring.

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BEHAVIORAL OBJECTIVE WORKSHEET

DIRECTIONS: Write a behavioral objective. Then identify the domain and level of the objective. Then separate the four parts of the objective by writing them on the appropriate lines. **EXAMPLE:** Given a ruler and a desk size map with a scale, the student will measure the distance between each of five designated points (identified as A - E), convert the distance into miles and put the number of miles on the map between the appropriate points.

Domain: **Level:** **Parts of Objective:**

_x__ Cognitive
____ Affective
____ Psychomotor

Application

Performance will measure, convert and put distance
Criterion Measure mastery level
Product number of miles on map between appropriate points
Condition given a ruler and a desk size map with a scale

Objective:

Domain: **Level:** **Parts of Objective:**

____ Cognitive
____ Affective
____ Psychomotor

Performance
Criterion Measure
Product
Condition

Objective:

Domain: Level: Parts of Objective:

____ Cognitive
____ Affective
____ Psychomotor

Performance
Criterion Measure
Product
Condition

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22

Objective: _____

_____

_____

Domain: **Level:** **Parts of Objective:**

____ Cognitive _____ Performance _____
____ Affective _____ Criterion Measure _____
____ Psychomotor _____ Product _____
Condition _____

_____

Objective: _____

_____

Domain: **Level:** **Parts of Objective:**

____ Cognitive _____ Performance _____
____ Affective _____ Criterion Measure _____
____ Psychomotor _____ Product _____
Condition _____

_____

_____

Objective: _____

Domain: **Level:** **Parts of Objective:**

____ Cognitive _____ Performance _____
____ Affective _____ Criterion Measure _____
____ Psychomotor _____ Product _____
Condition _____

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GENERAL ACTIVITIES WORKSHEET

EDUC 384

by Gretchen C. Lockett, Ph. D.

ANTHROPOLOGY

DAY 1: **Example:**

CONCEPT: **Social Contract**

Instructional Activity: The teacher will use a chart and role play to introduce concept and to teach the terms implicit contract, explicit contract and consideration.

Behavioral Objective: Given 10 min. in class the student will review his/her notes to ensure that they contain definitions for social contract, implicit contract, explicit contract and consideration and one example of each.

Materials: **Teacher-made pie chart of kinds of contracts.**

DAY 2:

CONCEPT:

Instructional Activity:

Behavioral Objective:

Materials:

DAY 3:

CONCEPT:

Instructional Activity:

Behavioral Objective:

Materials:

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SOCIOLOGY

DAY 1:

CONCEPT:

Instructional Activity:

Behavioral Objective:

Materials:

DAY 2:

CONCEPT:

Instructional Activity:

Behavioral Objective:

Materials:

DAY 3:

CONCEPT:

Instructional Activity:

Behavioral Objective:

Materials:

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GENERAL ACTIVITIES WORKSHEET

EDUC 378

by Gretchen C. Lockett, Ph. D.

SOCIAL STUDIES

DAY 1: Example:

CONCEPT: Social Contract

Instructional Activity: The teacher will use a chart and role play to introduce concept and to teach the terms implicit contract, explicit contract and consideration.

Behavioral Objective: Given 10 min. in class the student will review his/her notes to ensure that they contain definitions for social contract, implicit contract, explicit contract and consideration and one example of each.

Materials: Teacher-made pie chart of kinds of contracts.

DAY 2:

CONCEPT:

Instructional Activity:

Behavioral Objective:

Materials:

DAY 3:

CONCEPT:

Instructional Activity:

Behavioral Objective:

Materials:

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LANGUAGE ARTS

DAY 1:

CONCEPT:

Instructional Activity:

Behavioral Objective:

Materials:

DAY 2:

CONCEPT:

Instructional Activity:

Behavioral Objective:

Materials:

DAY 3:

CONCEPT:

Instructional Activity:

Behavioral Objective:

Materials:

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OVERVIEW OF THE THEMATIC UNIT
FORM I

CONCEPTS	DISCIPLINES	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	Social Studies: History Geography Political Science Economics Philosophy Psychology Sociology Anthropology														
	Language Arts														
	Science														
	Mathematics														
	Health														
	Physical Education														
	Music														
	Art														

OVERVIEW OF THE THEMATIC UNIT
FORM 2

Disciplines	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day10	Day 11	Day 12	Day 13
Social Studies	Introd. Concept Map												
Language Arts													
Science													
Mathematics													
Music													
Art													
Health													
Physical Education													